



Stage 3 Overview - Term 3 2024

English - Term 3

Oral Language and Communication: Students will communicate to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding. This will involve participation in the Blacktown Learning Communities Public Speaking Competition. Students will describe ways of interacting with cultural protocols or practice used by Aboriginal and/or Torres Strait Islander Peoples.

Vocabulary: Students will extend vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts. Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations.

Reading Comprehension: Fluently reads and comprehends texts for a wide range of purposes, analysing text structures and language, and by monitoring

Creating Written Texts: Students will plan, create and revise written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language. They will re-read, proofread, and edit own and other's writing, and use criteria and goals in response to feedback.

Spelling: Students will apply a variety of strategies when spelling in a range of contexts, and justify spelling strategies used to spell unfamiliar words. They will proofread written texts to correct misspellings, making use of spelling reference tools where required.

Handwriting and Digital Transcription: Students will sustain a legible, fluent and personal handwriting style across a text. They will adjust their handwriting style to suit the writing purpose. They will be navigating the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols. They will reflect on and monitor typing accuracy and rate according to goals and given criteria.

Understanding and Responding to Literature: Students will analyse representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapt these representations when creating texts. They will consider ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapt these representations when creating texts.

<https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/content/stage-3/faab8cfd18>

Mathematics – Term 3

Working Mathematically: Students develop their understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Number and Algebra: Representing Numbers/Multiplicative Relations/ Additive Relations/Representing Quantity Fractions

Students select and apply appropriate strategies to solve multiplication, division, addition and subtraction problems. Students apply an understanding of place value and the role of zero to represent the properties of numbers. They compare and order fractions with denominators of 2,3,4,5,6,8, and 10. Students will determine $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{10}$ of measures and quantities. They determine percentages of quantities, and find equivalent fractions and decimals for benchmark percentage values. Constructs and completes number sentences involving multiplicative relations, applying the order of operations to calculations.

Measurement and Space: 2D Spatial Structure/ 3D Spatial Structure/ Non-Spatial Measure

Students measure and compare duration, using 12- and 24- hour time and am and pm notation. They select and use the appropriate unit to calculate areas, including areas of rectangles. Students combine, split and rearrange shapes to determine the area of parallelograms and triangles and use the appropriate unit to estimate, measure and calculate volumes and capacities and the masses of objects.

Statistics and Probability: Data/Chance

Students will interpret data displays, including timelines and line graphs. They will construct graphs using many-to-one scale and conduct chance experiments and quantify the probability.

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/content/stage-3/fa87632ef7>

Geography - Semester 2

During the unit, *Factors that Shape Places*, students will investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces and explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.

They will apply a variety of skills of geographical inquiry and communication.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Science & Technology- Semester 2

Science

The *Living World* strand of science focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students' knowledge and understanding of the environmental and biological sciences.

They investigate three inquiry questions; how do physical conditions affect the survival of living things, how do the structural and behavioural features of living things support survival and why is it important for food and/or fibre to be produced sustainably?

Digital Technology

Stage 3 of the digital technology strand focuses on understanding the role of individual components of digital systems in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. Stage 3 of this strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent. This semester, students will engage in learning experiences with a strong focus on using virtual and augmented reality through CoSpaces.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus>

PDHPE – Semester 2

Personal Development and Health

Students will distinguish between contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable. They will propose and implement **actions** and protective strategies that promote health, safety, wellbeing and physically active spaces. This includes learning about alcohol and other drugs, food and nutrition, personal identity and sexuality and participating in the child protection unit – Power to Protect. Students will continue participating in The Resilience Project throughout the semester.

Physical Education

In Term 3, students will propose, apply, and assess solutions to movement challenges. They will create and participate in physical activities that promote healthy and active lifestyles whilst developing their understanding of game sense in a variety of different sports

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3869>

Creative Arts – Semester 2

Drama

Students will interpret and convey dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms and respond critically to a range of drama works and performance styles.

Dance

Students will perform and interpret dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities. They will also discuss and interpret the relationship between content, meaning and context in their own and others' dances.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus>